

# Curriculum Overview 2024-25 Music

## Curriculum overview for Year 7

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge</b> and skills that will be taught.</p>	<p><b>Building Bricks (Exploring the Elements of Music)</b></p> <p><b>Prior Learning</b> Dependent on the capacity of the Primary School to cover NC KS2 Music. All students have a variety of experiences and skills. Our starting point provides for a diversity of understanding and practice.</p> <p><b>Key Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>Understand and recognise the Elements of Music: pitch, tempo, dynamics, duration, texture, timbre, sonority, articulation and silence.</li> </ul>	<p><b>Keyboard Skills (Exploring Effective Keyboard Performance Technique)</b></p> <p><b>Prior Learning</b> Stemming from Unit 1, students have had an introduction to the key elements of music. They have had the opportunity to explore ways of composing through graphic notation. They have experience of performing their work to others.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand how the classroom keyboard is used and played</li> <li>Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm</li> <li>Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5)</li> <li>Explore different keyboard instruments from different times and places</li> </ul>	<p><b>I’ve Got Rhythm (Exploring Rhythm and Pulse)</b></p> <p><b>Prior Learning</b> Stemming from previous units students have explored performing skills. They have developed understanding of pitch and rhythm through practice and performance of keyboard pieces.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand that pulse is a fundamental upon which music is built and performed.</li> <li>Develop a feeling for and an awareness of a regular pulse in music from different times and places.</li> <li>Distinguish between pulse/beat and rhythm.</li> <li>Develop understanding of note values in terms of duration, bars and simple time signatures.</li> </ul>	<p><b>Form and structure (Exploring Musical structures)</b></p> <p><b>Prior Learning</b> Stemming from previous unit students have developed understanding of note values in terms of duration, bars and simple time signatures.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand what Form and Structure is in music.</li> <li>Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.</li> <li>Recognise the differences between music based on different Forms and Structures.</li> <li>Know how to label or identify different sections within a complete piece of music.</li> <li>Recognise that music with a recurring or repeated section provides familiarity to the listener.</li> <li>Recognise why Form and Structure is important in music.</li> </ul>	<p><b>Sonority City (Exploring Instruments of the Orchestra)</b></p> <p><b>Prior Learning</b> Stemming from previous units students have developed understanding of Form and Structure is in music.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learn about the layout and structure of the symphony orchestra.</li> <li>Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities.</li> <li>Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a ‘class orchestra’ with an awareness of the experience of ‘performing together’ as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.</li> <li>Learn about the origins and uses of fanfares</li> </ul>	<p><b>Folk Music (Exploring Harmony and accompaniments)</b></p> <p><b>Prior Learning</b> Stemming from previous units students have developed understanding of all the music elements (as prescribed in Unit 1). They have explored how these are used in performance and composing. Students have had opportunity to recognise the Elements of Music when listening to and appraising music from different times and different places.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created.</li> <li>Understand the different textural layers and form and structure of Folk Songs.</li> <li>Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music.</li> <li>Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song</li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Draw on the Elements of Music as a resource when composing, creating, and improvising and use the Elements of Music effectively when performing and singing.</li> <li>• Recognise the Elements of Music when listening to and appraising music from different times and different places</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop their understanding of musical elements through performing, composing and listening</li> <li>• Use correct Italian musical terms and musical symbols when describing dynamics (e.g. pp, p, mp, mf, f, ff) and some basic Italian terms used to describe tempo (Adagio, Andante, Allegro, Presto)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Navigate basic functions around a keyboard e.g. mains power, on/off switch, connecting headphones and splitters, keyboard hygiene etc.</li> <li>• Play simple warm-ups, scales and melodies which has the pitch or note names written on the music</li> <li>• Understand the concept of piano fingering using the numbers 1-5.</li> <li>• Find and play “Middle C” on a keyboard.</li> <li>• Use supporting keyboard functions such as “Single Finger Chords” when performing left hand parts</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop their keyboard skills and become confident performers.</li> <li>• Perform in a variety of styles e.g. two-part pieces.</li> <li>• Perform keyboard duets.</li> <li>• Work towards a “Grade 1” piano exam piece</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to define the terms pulse/beat, rhythm and notation.</li> <li>• Identify basic levels of pulse/beat when listening to music from different times and places.</li> <li>• Identify a regular vs. irregular beat.</li> <li>• Establish whether a pulse/beat is a 2, 3 or 4-beat pulse.</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop their understanding of more complex beats and rhythms skills and become confident performers.</li> <li>• Perform in a variety of styles</li> <li>• Perform in rhythmic ensembles such as samba band</li> <li>• Work towards a “Grade 1” drum exam piece</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify how different types of music structure can make it easier for the listener to both make sense of what it heard and remember musical material</li> <li>• Understand basic musical forms and structures: Question and Answer Phrases, Binary Form (AB), Ternary Form (ABA) and Rondo Form (ABACADA..).</li> <li>• Perform and create simple pieces within given musical structures.</li> <li>• Perform from and record ideas using pitch note letter names</li> <li>• Identify repetition and recurring “A” sections when listening to a range of music from different times and places based on different musical forms and structures</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop their understanding of music in Binary, Ternary or Rondo forms.</li> <li>• Learn the steps of a Minuet and perform this listening out for the Trio section and the return of the Minuet as an example of Ternary form</li> <li>• Work towards a “Grade 1” exam piece</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the most common instruments of the orchestra visually and aurally when playing solo.</li> <li>• Understand that an orchestra is made up of different sections or families of instruments and to name these correctly – strings, woodwind, brass, percussion.</li> <li>• Give one or two simple features of the conductor of an orchestra e.g. beats time, brings in different instruments.</li> <li>• Use musical vocabulary to describe how different instruments of the orchestra are constructed e.g. wood, strings, metal.</li> <li>• Use a range of words when describing the timbre or sonority of instruments of the orchestra e.g. shrill, harsh, piercing, soft, warm, mellow.</li> <li>• Perform a range of different pieces of orchestral music, either on instruments or keyboards, with support e.g. note names, as part of a class orchestra.</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop their understanding of the different instruments of the orchestra</li> <li>• Perform solo parts from a range of different pieces of orchestral music either on instruments, keyboards or using own instruments</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognise Folk Music as a genre distinct from other styles and genres of music.</li> <li>• Understand the structure of simple Folk Songs: Intro, Verse, Chorus/Refrain.</li> <li>• Perform and sing simple Folk Song melodies in unison.</li> <li>• Provide basic harmonic accompaniments to Folk Songs: drone, pedal, simple keyboard chords.</li> <li>• Follow basic lyrics, melody, and chords on Lead Sheets.</li> <li>• Create simple arrangements of Folk Songs from Lead Sheets.</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop their understanding of playing and performing song arrangements</li> <li>• Work towards a “Grade 1” exam piece</li> </ul>
<p><b>Assessment</b></p>	<p>Formative verbal feedback on pupils’ progress is provided in lesson. Whole class written feedback will be provided once per half term. An assessment is made on pupils’ mastery of the key three skill areas at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> <li>1. Performing</li> <li>2. Composing</li> <li>3. Appraising</li> </ol>					

## Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge</b> and skills that will be taught.</p>	<p><b>Hooks and Riffs (Exploring Repeated Musical Patterns (Hooks, Riffs and Ostinato))</b></p> <p><b>Prior Learning:</b> Students have studied musical patterns in the Keyboard Skills unit in Year 7.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how music is based on Repeated Musical Patterns.</li> <li>• Understand and distinguish between Hooks, Riffs and Ostinatos.</li> <li>• Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognise what hooks, riffs and ostinatos are and where they occur in songs, popular music and music from the Western Classical Tradition.</li> <li>• Perform existing hooks, riffs and ostinatos and create their own</li> </ul>	<p><b>Offbeat (Exploring Reggae and syncopation)</b></p> <p><b>Prior Learning:</b> Students have studied rhythm and pulse in year 7 and have learnt basic rhythm notation.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To recognise the stylistic conventions of Reggae music</li> <li>• How chords contribute to the texture of a song</li> <li>• To recognise the key features of a Reggae bass line</li> <li>• To understand syncopation and how it is used in Reggae music</li> <li>• To identify the different layers that make up Reggae music</li> <li>• Understand the key themes and style of Reggae lyrics</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand that reggae music developed from a blend of other styles of Caribbean music</li> <li>• Sing a part and perform the bass line part of a Caribbean song</li> <li>• Know and understand the importance of the weaker or “offbeats” in reggae music</li> <li>• Perform a rhythmic backing on the weak or “offbeats”</li> </ul>	<p><b>Variations (Exploring Ways to Develop Musical Ideas)</b></p> <p><b>Prior Learning:</b> Students have studied musical structures, patterns and rhythms. This will allow them to develop their own ideas in this unit.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.</li> <li>• Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</li> <li>• Understand Variation Form as a type of musical Form and Structure.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Know that Variation Form takes a theme or melody and changes it musically in different ways in each variation.</li> <li>• Create and perform simple musical variations on an existing theme or melody using limited musical variation techniques e.g. changing the pitch, tempo, dynamics, timbre and sonority etc.</li> <li>• Identify some musical variation techniques when listening to music</li> </ul>	<p><b>All That Jazz (Exploring jazz and the blues)</b></p> <p><b>Prior Learning:</b> Students have studied keyboard skills in Year 8 and have learnt about triad chords and major and minor scales.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.</li> <li>• Know, recognise, and perform Chords I, I7, IV, IV7, V &amp; V7 in different ways e.g., as a Walking Bass Line.</li> <li>• Understand and demonstrate what makes an “effective” Jazz improvisation e.g., using the notes of the Blues Scale</li> <li>• Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform simple harmonic accompaniment parts in group performances of Blues Songs or pieces of Jazz music.</li> <li>• Learn the notes of Chords I, IV and V as triads using these in group performances and arrangements and performing them as part of the 12-Bar Blues chord pattern.</li> <li>• Recognise the difference between improvised music and music composed more reflectively.</li> </ul>	<p><b>All about The Bass (Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns)</b></p> <p><b>Prior Learning:</b> Students have studied notation in year 8 (Exploring Blues and Jazz) and have a grasp of chords and scales.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how the Bass Clef is used as a form of musical notation.</li> <li>• Identify musical instruments and voices which use the Bass Clef.</li> <li>• Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.</li> <li>• Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Know the note names of the lines and spaces, perform simple parts from and compose and notate simple bass line patterns and parts that fall within the Bass Stave.</li> <li>• Identify some musical instruments that use the Bass Clef aurally and visually.</li> <li>• Identify and use a range of simple Bass Line Patterns when performing, playing and singing, creating: composing and</li> </ul>	<p><b>Saharan Sounds (Exploring the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.)</b></p> <p><b>Prior Learning:</b> Students have studied rhythm in Unit 2 of year 8 (Offbeat) and have a grasp of rhythm and textures.</p> <p><b>Key Knowledge:</b></p> <p>To recognise, perform and create African music with an understanding of musical conventions and processes</p> <p>To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities</p> <p>To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom</p> <p>Listen to a range of different African music, identifying characteristic musical features</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform one sound correctly on an African drum</li> <li>• Perform as part of a group a simple cyclic rhythm.</li> <li>• Sing the song melody to “Wimoweh” in unison as part of a class or small group.</li> <li>• Contribute ideas towards and perform within a group arrangement</li> </ul>

	<p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Use their hooks and riffs to develop their own compositions, using music technology.</li> <li>• Make links to music from other cultures and traditions that use riff and ostinato-based structures, such as Balinese Gamelan and other World Music</li> <li>• Work towards a “Grade 1” exam piece</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally identify the bass line in reggae music and perform reggae bass lines with support</li> <li>• Understand that a riff, or a hook, is a short repeated melodic phrase and how this contributes to the overall texture of reggae music</li> <li>• perform reggae hooks with support along with a beat</li> <li>• Create, rehearse, refine and perform an arrangement of a reggae song with awareness of the different textural layers</li> <li>• Identify the main themes and subject matter of reggae lyrics</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Further develop understanding of reggae rhythms and other syncopated beats</li> <li>• Work towards a “Grade 1” exam piece</li> </ul>	<p>in Variation Form and Ground Bass from different times and places</p> <ul style="list-style-type: none"> <li>• Perform basic repetitive parts from pieces using a Ground Bass, understanding that a Ground Bass is a repeated pattern in the bass part that is repeated upon which musical variations can be added as additional textural layers</li> </ul> <p><b>Future links:</b></p> <ul style="list-style-type: none"> <li>• Create and perform several contrasting variations in different moods and styles selecting and combining a number of different Elements of Music and variation techniques</li> <li>• Develop composing skills using variation</li> </ul>	<ul style="list-style-type: none"> <li>• Know and recognise some basic instruments used in Jazz and Blues music.</li> <li>• Understand and describe the subject matter within the lyrics and form and structure of Blues Songs.</li> <li>• Understand and describe the basic origins of the Blues</li> </ul> <p><b>Future links:</b></p> <p>Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Develop composing skills through creating a Blues Melody line based on a given 12-bar Blues Chord sequence and lyrics in C Major.</li> <li>• Compositional skills used in GCSE Music</li> <li>• Further develop listening skills used in GCSE Music</li> </ul>	<p>improvising and critically engaging: listening and appraising.</p> <p><b>Future links:</b></p> <p>Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Develop performing skills on keyboard or piano duets with both parts in the bass clef or chosen instrument</li> <li>• Work towards a “Grade 2” exam piece</li> <li>• Develop composing skills</li> </ul>	<p>showing some awareness of the effect of syncopation.</p> <ul style="list-style-type: none"> <li>• Sing and perform unison “response” patterns as part of a class or small group.</li> <li>• Improvise and compose one “call” pattern in relation to a given “response” pattern with some sense of question-and-answer rhythm</li> <li>• Know that African music is often performed using different types of drum, but other percussion instruments (pitched and unpitched) are also used.</li> <li>• Compose and record own rhythm performing on a suitable instrument and turning it into a cyclic rhythm.</li> </ul> <p>Recognise and identify some features of African music such as cyclic rhythms and call and response when listening and use these features as part of a larger African-inspired group composition.</p> <p><b>Future links:</b></p> <p>Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Develop performing skills on keyboard or piano duets with both parts in the bass clef or chosen instrument</li> <li>• Work towards a “Grade 2” exam piece</li> <li>• Develop composing skills</li> </ul>
<p><b>Assessment</b></p>	<p>Formative verbal feedback on pupils’ progress is provided in lesson. Whole class written feedback will be provided once per half term. An assessment is made on pupils’ mastery of the key three skill areas at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> <li>1. Performing</li> <li>2. Composing</li> <li>3. Appraising</li> </ol>					

## Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge</b> and skills that will be taught.</p>	<p><b>All That Jazz</b> (Exploring jazz and the blues)</p> <p><b>Prior Learning:</b> Students have studied keyboard skills in Year 8 and have learnt about triad chords and major and minor scales.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.</li> <li>• Know, recognise, and perform Chords I, I7, IV, IV7, V &amp; V7 in different ways e.g., as a Walking Bass Line.</li> <li>• Understand and demonstrate what makes an “effective” Jazz improvisation e.g., using the notes of the Blues Scale</li> <li>• Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform simple harmonic accompaniment parts in group performances of Blues Songs or pieces of Jazz music.</li> <li>• Learn the notes of Chords I, IV and V as triads using these in group performances and arrangements and performing them as part of the 12-Bar Blues chord pattern.</li> </ul>	<p><b>All about The Bass</b> (Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns)</p> <p><b>Prior Learning:</b> Students have studied notation in Unit 2 of year 9 (Exploring Blues and Jazz) and have a grasp of chords and scales.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how the Bass Clef is used as a form of musical notation.</li> <li>• Identify musical instruments and voices which use the Bass Clef.</li> <li>• Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.</li> <li>• Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Know the note names of the lines and spaces, perform simple parts from and compose and notate simple bass line patterns and parts that fall within the Bass Stave.</li> <li>• Identify some musical instruments that use the Bass Clef aurally and visually.</li> <li>• Identify and use a range of simple Bass Line Patterns when</li> </ul>	<p><b>Dance Music</b> (Exploring Rhythm, Chords and Metre in Music for Dance)</p> <p><b>Prior Learning:</b> In previous units in Year 9 students have studied rhythm and notation which will be developed in this unit.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them</li> <li>• Understand how different dance music genres use different time signatures and metres and how these relate to the dance.</li> <li>• Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys</li> <li>• Understand how different dances use characteristic dance rhythms within their music.</li> <li>• Describe the different accompaniment patterns and textures in dance music from different times and places</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to identify different types and styles of dance and describe the music which would accompany these using basic musical vocabulary.</li> <li>• Identify musical features and the elements of music in a limited range of simple dance music e.g. marches and waltzes.</li> <li>• Perform a range of simple dance music, showing awareness of the</li> </ul>	<p><b>Soundtracks</b> (Exploring Film Music)</p> <p><b>Prior Learning:</b> In the Variations Unit (Unit 1 Year 9) students have studied elements of music and how they can be used to change atmosphere and mood.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li> <li>• How timing is a crucial factor in the composition and performance of music for film.</li> <li>• How film music can change the viewer’s interpretation of a scene.</li> <li>• How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Know and understand some of the purposes of film music.</li> <li>• Aurally identify a range of different types of film music to match a suitable film genre.</li> <li>• Perform simple leitmotifs and themes from a range of film music soundtracks.</li> <li>• Use storyboards and/or cue sheets to plan a film music soundtrack</li> </ul>	<p><b>What makes a good Song?</b> (Exploring Popular Songs and Musical Arrangements)</p> <p><b>Prior Learning:</b> Throughout Year 9 students have studied musical form, notation and rhythm This is used to inform learning in the final unit of Ks3.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the different textural and structural elements of a song/popular song.</li> <li>• Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguishing between riffs, structure, lyrics, and melody in songs and describing their use with guidance.</li> <li>• Performing simple parts such as basic riffs of well-known songs on their own and in unison.</li> <li>• Performing a simple part within a group arrangement of a simple part of a popular song e.g. a single chorus from a Lead Sheet</li> </ul>	<p><b>What makes a good Song?</b> (Exploring Popular Songs and Musical Arrangements)</p> <p><b>Prior Learning:</b> Throughout Year 9 students have studied musical form, notation and rhythm This is used to inform learning in the final unit of Ks3.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the different textural and structural elements of a song/popular song.</li> <li>• Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguishing between riffs, structure, lyrics, and melody in songs and describing their use with guidance.</li> <li>• Performing simple parts such as basic riffs of well-known songs on their own and in unison.</li> <li>• Performing a simple part within a group arrangement of a simple part of a popular song e.g. a single chorus from a Lead Sheet</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise the difference between improvised music and music composed more reflectively.</li> <li>• Know and recognise some basic instruments used in Jazz and Blues music.</li> <li>• Understand and describe the subject matter within the lyrics and form and structure of Blues Songs.</li> <li>• Understand and describe the basic origins of the Blues</li> </ul> <p><b>Future links:</b> Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Develop composing skills through creating a Blues Melody line based on a given 12-bar Blues Chord sequence and lyrics in C Major.</li> <li>• Compositional skills used in GCSE Music</li> <li>• Further develop listening skills used in GCSE Music</li> </ul>	<p>performing, playing and singing, creating: composing and improvising and critically engaging: listening and appraising.</p> <p><b>Future links:</b> Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Develop performing skills on keyboard or piano duets with both parts in the bass clef or chosen instrument</li> <li>• Work towards a “Grade 2” exam piece</li> <li>• Develop composing skills</li> </ul>	<p>basic musical features from different times and places e.g. marches, waltzes and simple accompaniment patterns.</p> <ul style="list-style-type: none"> <li>• Distinguish between 2, 3, and 4-ina-bar beat patterns in dance music.</li> <li>• Use Chords I, IV and V in simple accompaniment patterns in a range of dance music.</li> <li>• Create simple sections of dance music within a specific genre showing some awareness of musical features and typical instrumentation</li> </ul> <p><b>Future links:</b> Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Use music technology to create a piece of Disco music, starting off with the “four-on-the-floor” rhythm and adding seventh chords, melody, lyrics etc.</li> <li>• Develop composing skills on chosen instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how theme songs lead to the popularity of films and film music</li> </ul> <p><b>Future links:</b> Prepare students for Level 2 course (GCSE) Composing, Performing and Listening:</p> <ul style="list-style-type: none"> <li>• Compositional skills used in GCSE Music</li> <li>• Further develop listening skills used in GCSE Music</li> </ul>	<ul style="list-style-type: none"> <li>• Use the words “Step” and “Leap” when describing melodic motion.</li> <li>• Identify some common instruments used within popular songs</li> <li>• Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords.</li> </ul> <p><b>Future links:</b> Prepare students for Level 2 course (GCSE):</p> <ul style="list-style-type: none"> <li>• Compositional skills used in GCSE Music</li> <li>• Further develop listening skills used in GCSE Music</li> <li>• Work towards a “Grade 2/3” exam piece</li> </ul>	<ul style="list-style-type: none"> <li>• Use the words “Step” and “Leap” when describing melodic motion.</li> <li>• Identify some common instruments used within popular songs</li> <li>• Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords.</li> </ul> <p><b>Future links:</b> Prepare students for Level 2 course (GCSE):</p> <ul style="list-style-type: none"> <li>• Compositional skills used in GCSE Music</li> <li>• Further develop listening skills used in GCSE Music</li> <li>• Work towards a “Grade 2/3” exam piece</li> </ul>
<p><b>Assessment</b></p>	<p>Formative verbal feedback on pupils’ progress is provided in lesson. Whole class written feedback will be provided once per half term. An assessment is made on pupils’ mastery of the key three skill areas at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> <li>1. Performing</li> <li>2. Composing</li> <li>3. Appraising</li> </ol>					

**Curriculum overview for Year 10 Eduqas GCSE Music**

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1/HT 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge</b> and skills that will be taught.</p>	<p><b>Eduqas GCSE Music Area of Study 1: Forms and devices:</b></p> <p><b>Prior Learning:</b> Prior Learning includes understanding the historical context of Baroque, Classical, and Romantic music, as well as their principal features. Students should be familiar with structural forms and devices in Western Classical music from 1650–1910, such as binary form, ternary form, rondo form, theme and variations, sonata form, minuet and trio, and fugue. They should also explore various genres and styles within the Western Classical Tradition, including opera, symphony, concerto, string quartet, solo instrumental music, and choral music, understanding their distinctive characteristics and historical significance.</p> <p><b>Key Knowledge:</b> In this area of study, learners place music within a broad historical context and learn the key principal features of Baroque, Classical and Romantic music. Pupils will about structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.</p>	<p><b>Eduqas GCSE Music Area of Study 2: Music for ensemble</b></p> <p><b>Prior Learning:</b> Prior Learning includes understanding texture and sonority in different instrumental and vocal groupings. Students should be familiar with terms like monophonic, homophonic, polyphonic, unison, chordal, layered, melody and accompaniment, round, canon, and counter melody. They should have knowledge of vocal ensembles, jazz and blues trios, rhythm sections, string quartets, basso continuo, and sonatas. Through listening to and performing examples from chamber music, musical theatre, jazz, and blues, students will study how composers combine musical lines in various textures to create expressive effects. This prior learning enables students to analyse and appreciate the interplay of musical elements in ensemble compositions.</p> <p><b>Key Knowledge:</b> Learners will consider how texture is used in the following instrumental and vocal groupings:</p> <ul style="list-style-type: none"> <li>• vocal ensembles (including solos, duets, trios, use of backing vocals)</li> <li>• jazz/blues trio</li> <li>• rhythm section</li> <li>• string quartet</li> <li>• basso continuo</li> <li>• sonatas.</li> </ul>	<p><b>Eduqas GCSE Music Area of Study 3: Film music</b></p> <p><b>Prior Learning:</b> Prior Learning entails understanding the use of timbre, tone colour, and dynamics in film music for desired effects. Students will study how composers employ musical elements in response to specific commissions, incorporating leitmotifs and thematic transformation to develop thematic material. They will explore how composers create moods in descriptive music through the adoption of specific musical features. Additionally, students will analyse how dynamics and contrast are utilised for the creation of special effects. This prior learning equips students with the skills to analyse and appreciate the role of music in film, enhancing their understanding of its impact on storytelling and emotional engagement.</p> <p><b>Key Knowledge:</b> In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect.</p>	<p><b>Eduqas GCSE Music Area of Study 4: Popular music</b></p> <p><b>Prior Learning:</b> Prior Learning involves understanding popular music genres such as pop, rock and pop, bhangra, and fusion. Students will study the use of instrumental and synthesised sounds, modifications to original music, vocal techniques, and the combination of instruments and voices. They will explore computer-generated and amplified sound, as well as the utilisation of software, samplers, and production tools. Additionally, students will identify and apply various musical features in popular music, including song forms, verses, choruses, riffs, improvisation, loops, samples, syncopation, and driving rhythms. This prior learning enables students to analyse, create, and perform within the realm of popular music.</p> <p><b>Key Knowledge:</b> In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).</p>	<p><b>Eduqas GCSE Music Consolidating, Developing, Combining and Applying all Areas of Study and Knowledge and Skills</b></p> <p><b>Prior Learning:</b> Prior Learning for Eduqas GCSE Music Consolidation and Development involves revisiting Year 10 topics through different listening and performing examples. Students will complete a free composition project and continue to build aural skills through practise. They will work on Year 10 performance pieces, engage in listening exercises to develop notation skills and identify musical elements, and take a mock listening exam. Students will also participate in a mock performance assessment and have their composition assessed according to WJEC Eduqas criteria. Throughout the year, they will work on their solo performance and a composition in response to one of four briefs provided by Eduqas.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Revisit all topics from year 10 using different pieces as listening and performing examples</li> <li>• Complete free composition project (of choice) and submit</li> <li>• Continue to build aural skills through frequent practice.</li> <li>• Free composition</li> <li>• Work on year 10 performance pieces</li> <li>• Listening exercises to further develop notation skills</li> </ul> <p>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 Mock Performance Assessment – two pieces, with at least one ensemble (times should be noted, and feedback given) Assessment of composition to WJEC Eduqas criteria. Discussion should follow with learners re. targets, refinement etc. Mock listening exam based on all areas of study **Throughout the year pupils will be working on their solo performance and their free composition, meaning that they will</p>

	<p><b>Skills:</b> Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use musical devices to create and develop music.</p> <p>This area of study includes one prepared extract which learners must study in depth: <b>Badinerie by J.S.Bach</b> for Flute and String Orchestra with Harpsichord</p>	<p><b>Skills:</b> In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context.</p> <p>Through listening to and/or performing examples from <b>chamber music, musical theatre, jazz and blues</b>, learners will study texture, including how composers combine musical lines in the following textures:</p> <ul style="list-style-type: none"> <li>• monophonic</li> <li>• homophonic</li> <li>• polyphonic</li> <li>• unison</li> <li>• chordal</li> <li>• layered</li> <li>• melody and accompaniment</li> <li>• round</li> <li>• canon</li> <li>• counter melody</li> </ul>	<p><b>Skills:</b> Through listening to and performing examples of film music learners will study how:</p> <ul style="list-style-type: none"> <li>• composers use musical elements appropriately to respond to a specific commission</li> <li>• composers use leitmotifs and thematic transformation to develop thematic material to respond to a given stimulus or commission such as words or pictures</li> <li>• musical features are adopted by composers to create a mood in descriptive music</li> <li>• dynamics and contrast are used for the creation of special effects</li> </ul>	<p><b>Skills:</b> Through listening to and performing examples of popular music learners will study how:</p> <ul style="list-style-type: none"> <li>• instrumental and synthesised sound is used</li> <li>• original music may be modified</li> <li>• vocal sounds are used • instruments and voices are combined</li> <li>• sound is computer-generated and amplified</li> <li>• software and samplers are utilised.</li> </ul> <p>Learners will also identify and use the following musical features:</p> <ul style="list-style-type: none"> <li>• 32 bar song form</li> <li>• Strophic</li> <li>• 12 bar blues</li> <li>• verse</li> <li>• chorus</li> <li>• riffs</li> <li>• middle 8</li> <li>• bridge</li> <li>• fill</li> <li>• instrumental break</li> <li>• intros and outros</li> <li>• improvisation</li> <li>• loops</li> <li>• samples</li> <li>• panning</li> <li>• phasing</li> <li>• syncopation</li> <li>• driving rhythms</li> <li>• balance</li> <li>• standard chord progressions</li> <li>• melismatic and syllabic writing</li> <li>• lead and backing vocals</li> <li>• backing tracks</li> <li>• primary chords</li> <li>• secondary chords</li> <li>• cadences</li> </ul>	<p>have an ensemble performance and a composition in response to one of four briefs set by Eduqas to complete in year 11**</p>
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	<p><b>Future links:</b> Forms and Devices in the Western Classical Tradition can provide students with future links in:</p> <ol style="list-style-type: none"> <li>1. Understanding Musical Forms: Students will develop a solid understanding of binary, ternary, minuet, trio, rondo, variation, and strophic forms. This knowledge can be applied to future music studies, as these forms are not limited to the Western Classical Tradition but are prevalent across different genres and styles</li> <li>2. Analytical Skills: By studying the specific prepared extract "Badinerie" by J.S. Bach for Flute and String Orchestra with Harpsichord, students will refine their analytical skills. They will learn to identify and analyse the musical devices used by composers to create and develop music, such as melodic motifs, harmonic progressions, contrapuntal techniques, and structural elements.</li> <li>3. Historical Context: Students will gain insights into the Western Classical Tradition from 1650 to 1910. This knowledge can provide a foundation for studying and appreciating music from subsequent periods, including the late Romantic era, the modernist movement, and contemporary classical compositions.</li> <li>4. Performance Practise: Studying the prepared extract "Badinerie" for Flute and String Orchestra with Harpsichord offers students the opportunity to develop</li> </ol>	<p><b>Future links:</b> Music for Ensemble provides students with future links in:</p> <ol style="list-style-type: none"> <li>1. Understanding Sonority and Texture: Students develop a deeper understanding of sonority and texture, which are fundamental elements in music composition and performance. This knowledge can be applied to future musical endeavours, allowing students to explore and manipulate these elements in their own compositions or arrangements.</li> <li>2. Instrumental and Vocal Groupings: By studying various instrumental and vocal groupings, students gain insight into the unique characteristics and interactions within different ensembles. This knowledge can be applied when performing in different musical settings, such as orchestras, bands, choirs, or small ensembles, as they understand the roles and dynamics of each instrument or voice.</li> <li>3. Listening and Performing Examples: Through listening to and performing examples from chamber music, musical theatre, jazz, and blues, students expand their repertoire and exposure to diverse musical genres and styles. This exposure broadens their musical vocabulary and allows them to draw inspiration from a wide range of musical traditions in their own compositions or performances.</li> <li>4. Textural Analysis: By studying various textures, such as monophonic, homophonic,</li> </ol>	<p><b>Future links:</b> Film Music offers students future links in:</p> <ol style="list-style-type: none"> <li>1. Understanding Commissioned Music: Students will explore how composers use musical elements appropriately to respond to a specific commission in film music. This knowledge can be applied to future music composition projects where students may be tasked with creating music for specific purposes, such as film, television, or multimedia productions.</li> <li>2. Thematic Development Techniques: By studying how composers use leitmotifs and thematic transformation to develop thematic material in response to given stimuli like words or pictures, students gain insight into compositional techniques for creating cohesive and expressive musical narratives. These techniques can be applied to their own composition projects in various contexts.</li> <li>3. Students will examine how composers use musical features to create moods in descriptive music. This understanding of how music can evoke specific emotions and atmospheres can be applied to future composition projects or performances where students seek to convey specific moods or evoke particular responses from the audience.</li> <li>4. Utilising Dynamics and Contrast: Students will learn how composers use dynamics and contrast to create special effects in film music. This</li> </ol>	<p><b>Future links:</b> Popular Music provides students with future links in:</p> <ol style="list-style-type: none"> <li>1. Sound Production Techniques: By studying how instrumental and synthesised sounds are used in popular music, students gain an understanding of sound production techniques. This knowledge can be applied to future music production and recording projects, where students can experiment with creating and manipulating sounds using various instruments, synthesisers, and effects.</li> <li>2. Music Modification and Adaptation: Students will explore how original music may be modified in popular music. This understanding can be applied to future arrangements, covers, or remixes, where students can adapt and transform existing songs to create their own versions.</li> <li>3. Vocal Techniques and Instrumentation: By studying how vocal sounds, instruments, and voices are combined in popular music, students develop an understanding of the interplay between different vocal and instrumental elements. This knowledge can be applied to future performances and compositions where students can experiment with vocal harmonies, instrumental accompaniments, and unique sonic textures.</li> <li>4. Technology in Music Production: Students will learn how sound is computer-</li> </ol>	<p><b>Future links:</b> The combined knowledge and skills from Eduqas GCSE Music Areas of Study 1, 2, 3, and 4 provide students with a comprehensive understanding of various aspects of music. These areas of study offer future links in the following ways:</p> <ol style="list-style-type: none"> <li>1. Musical Analysis and Interpretation: Students develop analytical skills and the ability to interpret music across different genres and styles. They learn to identify musical elements, forms, textures, and thematic development techniques. This analytical foundation can be applied to future music studies, performances, and composition projects.</li> <li>2. Performance Skills: Students gain practical experience through listening to, performing, and studying examples of music. They develop instrumental and vocal skills, ensemble performance techniques, and an understanding of expressive elements in different musical contexts. These performance skills can be applied to future musical performances, auditions, or ensemble collaborations.</li> <li>3. Composition and Arrangement: Students explore composition techniques such as thematic transformation, leitmotifs, and modification of original music. They also gain an understanding of how to create mood, utilise dynamics, and manipulate sound in film and popular music. These skills can be applied to future composition and arrangement projects in a variety of musical styles and genres.</li> <li>4. Historical and Cultural Understanding: Students acquire knowledge of music history, including the Western Classical Tradition, film music, and popular music genres. They develop an appreciation for different periods, styles, and cultural contexts. This understanding enhances their ability to interpret and contextualise music from various time periods and cultures.</li> <li>5. Aural Skills and Analysis: Students refine their aural skills, including identifying musical elements, analysing textures, and recognising stylistic features. These skills enable them to critically listen to and analyse music across different genres and styles. This ability to analyse and assess musical elements can be applied to future music studies, listening exams, or music analysis projects.</li> </ol> <p>Overall, the combined knowledge and skills from these areas of study provide students with a broad foundation in music theory, performance, composition, analysis, and cultural understanding. These skills can be applied to future music endeavours, such as further education in music, professional performance, composition careers, or continued personal enjoyment and appreciation of music.</p>
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	<p>their performance skills on their chosen instrument. The piece can serve as a benchmark for technical proficiency, interpretation, and understanding of the Baroque style.</p> <p>Forms and devices can provide a strong basis for further music education, performance opportunities, and a deeper understanding of music across different periods and genres.</p>	<p>polyphonic, unison, chordal, layered, melody and accompaniment, round, canon, and countermelody, students develop analytical skills. They learn how composers combine musical lines to create different textural effects, fostering a deeper understanding of musical structures and techniques across genres.</p> <p>Overall, the knowledge and skills gained provide students with a solid foundation for future musical exploration, performance, composition, and analysis in a wide range of musical contexts and genres.</p>	<p>knowledge can be applied to future composition and performance projects, enabling students to explore and manipulate dynamics and contrast to enhance dramatic impact or create unique musical expressions.</p> <p>Overall, the knowledge and skills gained provide students with valuable insights into the world of film music composition and its applications. These future links empower students to engage in various creative endeavours, including commissioned works, thematic development, mood creation, and the skilful use of dynamics and contrast in their own musical projects.</p>	<p>generated, amplified, and manipulated using software and samplers. This knowledge can be applied to future music production and recording projects, where students can utilise digital audio workstations, virtual instruments, and effects plugins to enhance their creative output.</p> <p>5. Musical Features and Techniques: Students will identify and use a range of musical features and techniques commonly found in popular music. This knowledge can be applied to future composition, performance, and arrangement projects. Elements such as song forms, chord progressions, improvisation, syncopation, driving rhythms, and vocal techniques can be incorporated into their own musical works.</p> <p>Overall, the knowledge and skills gained provide students with a solid foundation for future pursuits in music production, performance, composition, and arrangement across various popular music genres.</p>	
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Assessment	Interim Assessment 1:	Interim Assessment 2	Interim Assessment 3:	Interim Assessment 4:	Interim Assessments 5 and 6:
	<p>Students will be required to submit an audio recording of their Free Composition, wherein they will demonstrate their understanding of musical elements, contexts, and language by applying this knowledge to their write up.</p> <p><b>Performances:</b> Students will perform their solo pieces so that we can evaluate their progress and offer feedback.</p> <p><b>Compositions:</b> Regular feedback will be provided in the notes section of each student's garage band so that students are aware of what goals they need to focus on each session.</p>	<p>Students will identify musical elements, musical contexts, and musical language, as well as apply this knowledge to both familiar and unfamiliar musical works for their appraisal (Composition 3).</p> <p><b>Performances:</b> Students will perform their solo pieces so that we can evaluate their progress and offer feedback.</p> <p><b>Compositions:</b> Regular feedback will be provided in the notes section of each student's garage band so that students are aware of what goals they need to focus on each session.</p>	<p>Students will be required to have recorded their solo performances (Composition 1), where they will showcase their understanding of musical elements, contexts, and language following musical notation.</p> <p><b>Performances:</b> Students will perform their solo pieces so that we can evaluate their progress and offer feedback.</p> <p><b>Compositions:</b> Regular feedback will be provided in the notes section of each student's garage band so that students are aware of what goals they need to focus on each session.</p>	<p>Students will identify musical elements, musical contexts, and musical language, as well as apply this knowledge to both familiar and unfamiliar musical works for their appraisal (Composition 3).</p> <p><b>Performances:</b> Students will perform their solo pieces so that we can evaluate their progress and offer feedback.</p> <p><b>Compositions:</b> Regular feedback will be provided in the notes section of each student's garage band so that students are aware of what goals they need to focus on each session.</p>	<p>Students will identify musical elements, musical contexts, and musical language, as well as apply this knowledge to both familiar and unfamiliar musical works for their appraisal (Composition 3).</p> <p><b>Performances:</b> Students will perform their solo pieces so that we can evaluate their progress and offer feedback.</p> <p><b>Compositions:</b> Regular feedback will be provided in the notes section of each student's garage band so that students are aware of what goals they need to focus on each session.</p> <p><b>End of Year 10 Mock Exam:</b> mock GCSE exam paper</p>

**Curriculum overview for Year 11 Eduqas GCSE Music**

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1/ HT 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills that will be taught.</b></p>	<p><b>Eduqas GCSE Music Area of Study 1: Forms and Devices (Advanced)</b></p> <p><b>Prior Learning:</b> Prior learning includes reviewing and expanding on classical music forms like variation and strophic forms, recognising characteristics of the baroque, classical, and romantic periods, reviewing harmonic features like imitation, pedal, canon, and alberti bass, and revising the piece "Badinerie." Additionally, exam preparation involves consolidating theoretical knowledge and exam techniques, building a vocabulary revision list, selecting performance pieces, and beginning work on the composition piece for the set brief. Regular practise of appraising questions and making comparisons of musical extracts further strengthens the students' skills for the examination.</p> <p><b>Key Knowledge:</b> Revisit area of study 1: <b>Forms and Devices</b> (with more advanced topics and practical content)</p> <p>Variation form and strophic form in classical music</p> <p>Recognition of features of baroque, classical and romantic periods</p> <p>Revisit: imitation, pedal, canon, Alberti bass and all harmonic features</p> <p>Revisit and revision: <i>Badinerie</i></p>	<p><b>Eduqas GCSE Music Area of Study 4: Popular Music (Advanced)</b></p> <p><b>Prior Learning:</b> Prior learning includes revisiting and delving deeper into popular music, including topics such as Bhangra and fusion genres, with a specific focus on a class Bhangra project. Students will explore advanced techniques like loops, samples, panning, phasing, and melismatic or syllabic singing. They will also revisit and analyse the song "Since You've Been Gone." Exam preparation will involve consolidating theoretical knowledge, refining performance skills, and applying exam techniques. Students will complete a set composition, refining it, creating a score or lead sheet, and maintaining a composition log.</p> <p><b>Key Knowledge:</b> Revisit area of study 4: <b>Popular Music</b> (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion, including class Bhangra project.</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit <i>Since You've Been Gone</i></p> <p>Exam preparation: theoretical knowledge consolidation and revision; exam techniques and strategies</p>	<p><b>Eduqas GCSE Music Area of Study 2: Music for Ensemble (Advanced)</b></p> <p><b>Prior Learning:</b> Prior learning includes revisiting ensemble music with more advanced topics, classes, and practical content. Students will explore techniques such as polyphony, layering, rounds, canons, and countermelodies. They will also extend their knowledge of different musical styles. Further development of a free composition piece will allow for increased creativity and complexity. Students will continue working on ensemble performances, focusing on refinement, and may record their performances for evaluation. These prior learning elements aim to deepen students' understanding and proficiency in ensemble music, expanding their repertoire of techniques and styles.</p> <p><b>Key Knowledge:</b> Revisit <b>Music for Ensemble</b> (with more advanced topic/class/practical content):</p> <p>Polyphonic, layered, round, canon, and countermelody.</p> <p>Extend knowledge of style Further development of free composition piece.</p> <p>Continued work on performances, recording when appropriate.</p>	<p><b>Eduqas GCSE Music Area of Study 3: Film Music (Advanced)</b></p> <p><b>Prior Learning:</b> Prior learning includes revisiting film music with a focus on additional topics such as special effects, extreme dynamics and tempi, varying time signatures, minimalistic techniques, chromatic and extended harmonies, and texture variation. Students will complete all coursework, demonstrating their understanding and application of film music concepts. They will also complete a free composition in the film music style, showcasing their creativity and incorporating advanced techniques. Additionally, all required performances will be completed, allowing students to showcase their interpretive and performing abilities in the context of film music compositions.</p> <p><b>Key Knowledge:</b> Revisit <b>Film Music</b> (with any further topics/content):</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures.</p> <p>Complete all coursework.</p> <p>Complete free composition</p> <p>Complete all performances.</p>	<p><b>Listening practice and final examination. Ensure the specification content is fully covered</b></p> <p><b>Prior Learning:</b> Prior learning involves thorough exam practise with a focus on familiarising students with the format and style of the exam. Effective revision techniques are taught to consolidate the theoretical knowledge covered in the specification. Exam preparation includes consolidating and revising theoretical knowledge, learning exam techniques and strategies, and regular practise of exam-style questions. Students' answers are analysed, and improvements are made to identify weak areas and enhance performance. This approach ensures comprehensive coverage of the specification content while honing exam skills, revision strategies, and continuous improvement through learner answer analysis.</p> <p><b>Key Knowledge:</b> Exam practice questions. Revision techniques. Exam preparation: theoretical knowledge consolidation and revision; exam techniques and strategies; practice questions; learner answer analyses and improvement</p>



	<p>Exam preparation: theoretical knowledge consolidation and revision; exam techniques and strategies</p> <p>Building a vocabulary revision list</p> <p>Select final choice of pieces for the practical examination.</p> <p>Work and rehearse all performances.</p> <p>Begin work on the piece for the Eduqas Composition set brief.</p> <p>Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts.</p> <p><b>Future links:</b> Building upon the knowledge of Forms and Devices by exploring more advanced topics and practical content that can be applied in future musical compositions and analysis.</p> <p>Understanding variation form and strophic form in classical music establishes a foundation for studying and appreciating other musical forms and structures in different genres and time periods.</p> <p>Recognising features of the baroque, classical, and romantic periods provides a basis for further exploration of music history and its impact on subsequent musical styles and developments.</p> <p>Revisiting and revising concepts such as imitation, pedalling, canon, Alberti bass, and harmonic features enhances musical skills and techniques that can be utilised in future</p>	<p>Continued work on performance (ensemble and/or solo), recording final performances as appropriate.</p> <p>Complete Eduqas set composition: final refinements, production of score/lead sheet and composition log.</p> <p><b>Future links:</b></p> <ol style="list-style-type: none"> <li>1. Further exploration of advanced topics, classes, and practical content in Popular music can be applied to future musical endeavours and studies.</li> <li>2. Continued engagement with Bhangra and fusion genres, including the completion of a class Bhangra project, enables students to deepen their understanding and appreciation of these musical styles and potentially incorporate their elements into future compositions or performances.</li> <li>3. Learning about loops, samples, panning, phasing, and melismatic and syllabic techniques in Popular Music provides a foundation for exploring and utilising these techniques in future music production and composition projects.</li> </ol>	<p><b>Future links:</b></p> <ol style="list-style-type: none"> <li>1. Exploring more advanced topics, classes, and practical content in Music for Ensemble expands students' understanding and proficiency in polyphonic, layered, round, canon, and countermelody techniques. These skills can be further applied in future ensemble performances or composition projects.</li> <li>2. Extending their knowledge of musical styles allows students to develop a broader understanding of different genres and their characteristics. This knowledge can be utilised in future ensemble performances or compositions to achieve stylistic authenticity.</li> <li>3. Further developing a free composition piece enhances students' creativity and compositional skills, providing a solid foundation for future</li> </ol>	<p><b>Future links:</b></p> <ol style="list-style-type: none"> <li>1. Further exploration of Film Music with additional topics and content, including special effects, extreme dynamics and tempi, varying time signatures, minimalistic techniques, chromatic and extended harmonies, and the use of pattern work, sustained notes, and polyphonic textures to create varied textures These concepts can be applied to future film scoring projects or composition endeavours.</li> <li>2. Completion of all coursework ensures a comprehensive understanding of the studied topics and techniques, providing a solid foundation for future studies or professional pursuits in film music.</li> <li>3. Completion of a free composition in the film music style allows students to showcase their creative abilities, develop their</li> </ol>	<p><b>Future links:</b> Prepares students for studying Level 3 courses in music performance and/or music production</p>
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	<p>compositions and performances.</p> <p>Exam preparation develops valuable theoretical knowledge consolidation, revision skills, and exam techniques and strategies that can be beneficial for future music examinations or assessments.</p> <p>Building a vocabulary revision list strengthens music terminology, enabling students to communicate and analyse music effectively in future musical studies and discussions.</p> <p>Selecting the final pieces for the practical examination nurtures the ability to make informed musical choices and prepares students for future performance opportunities.</p> <p>Working and rehearsing all performances cultivates skills in ensemble playing and solo performance, which can be applied in future musical endeavours.</p> <p>Beginning work on the composition for the WJEC Eduqas Composition set brief fosters creativity and composition skills that can be utilised in future musical compositions or projects.</p> <p>Continued regular practise on appraising questions, including comparisons of extracts, hones critical listening and analytical skills that are valuable for future music analysis or research.</p>	<p>4. Revisiting and analysing "Since You've Been Gone" develops a deeper understanding of the song's musical elements, which can serve as a reference for future music analysis or performance.</p> <p>5. Exam preparation, including consolidating theoretical knowledge, revising key concepts, and refining exam techniques and strategies, provides a solid foundation for success in future music examinations or assessments.</p> <p>6. Continued work on performance, whether in an ensemble or solo context, and recording final performances allow for ongoing improvement of musical skills and the creation of a portfolio that can be used for future auditions or performances.</p> <p>7. Completing the WJEC Eduqas set composition, including final refinements, the production of a score or lead sheet, and maintaining a composition log, showcases students' creativity and composition skills, which can be further developed and applied in future composition projects or professional pursuits.</p>	<p>composition projects or personal musical expressions.</p> <p>4. Continued work on performances, including recording when appropriate, allows students to refine their ensemble playing skills, develop a sense of ensemble balance and unity, and create a portfolio of performances that can be shared or used for future auditions or assessments.</p>	<p>personal style, and potentially incorporate the advanced techniques explored into their own compositions.</p> <p>4. Completion of all performances, whether as an individual or part of an ensemble, allows students to refine their performance skills, interpret film music compositions effectively, and build a portfolio of performances that can be used for future auditions, assessments, or professional opportunities.</p>	
<p><b>Assessment</b></p>	<p><b>Interim Assessment 1/ Summative GCSE Assessment:</b> Students will be required to submit an audio recording of their Set Brief Composition, wherein they will demonstrate their understanding of musical</p>	<p><b>Interim Assessment 2:</b> Students will be evaluated on their understanding and application of key concepts in Forms and Devices, Popular Music, Music for Film, and Music for Ensemble. They will</p>	<p><b>Interim Assessment 3:</b> Continue to assess performances as they progress and develop using Eduqas criteria</p>	<p><b>Interim Assessment 4/ Summative GCSE Assessment:</b> Complete all course work and assess using WJEC Eduqas criteria</p>	<p><b>Interim Assessment 5:</b> Practice 90 min listening exam.  Final external GCSE listening exam.</p>

	<p>elements, contexts, and language by applying this knowledge to their write up based on the criteria set by Eduqas. The composition is assessed against Eduqas criteria</p>	<p>demonstrate their knowledge through analysis, composition, performance, and collaboration in these respective areas of study through past practise papers.</p> <p>Mock exam.</p>		<p>Complete all necessary documentation ready for submission</p>	
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